DOCUMENT RESUME

ED 092 452 SO 007 559

AUTHOR Franklin, Mary Ann
TITLE Learning Activity Package, Social Studies 114, LAPs 20 through 27.
INSTITUTION Ninety Six High School, S. C.
PUB DATE [73]
NOTE 126p.; LAP 19 is not included due to marginal legibility; For related document see SO 007 558

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS Civil War (United States); Course Content; Course Objectives; *Economics; Foreign Relations; Government Role; Grade 11; *Individualized Instruction; Learning Activities; Reconstruction Era; Social Change; *Social Studies Units; *Superior Students; Teacher Developed Materials; *United States History
IDENTIFIERS LAP; *Learning Activity Package

ABSTRACT

A set of nine teacher-prepared Learning Activity Packages for individualized instruction at the eleventh grade level in United States History includes the following units: Development of an Effective National Government; The Growth of Nationalism and Democracy, 1800-1840; Sectional Differences Lead to Civil War; Reconstruction and Growth in the U. S., 1865-1890; Reform in America 1890-1945; U. S. International Relations, 1945-present; Governmental Influence on the American Economy, 1945-present; Reform in America, 1945-present. The materials, written at 11th grade level or above, are for well-prepared students who definitely plan further education after high school at a college, who have better than average grades, and who will do more than the minimum required work. Each unit contains a rationale, list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

C

LEARNING

ACTIVITY

PACKAGE

THE GROWTH OF NATIONALISM AND DEMOCRACY 1800 - 1840

SØ 007559

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 114

REVIEWED BY

LAP NUMBER 20

WRITTEN BY Mary Ann Franklin
Frances Carter

INSTRUCTIONS

The teacher will designate INDIVIDUAL requirements to be met upon completion of each LAP.

Activities:

1. Essays must be written as follows:
   a. use ink or typewriting
   b. use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study:

1. May be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study work must be completed neatly using correct English.

RATIONALE

This LAP will include:

1. the Growth of a National Spirit
2. the Nationalist Era
3. the Jacksonian Era of Democracy
4. the Market Economic System

Emphasis is on the development of nationalism in the United States. Special attention is given to factors influencing the growth of nationalism and the extension of democracy. There is an emphasis on the nature of the American free enterprise or market economic system. Special consideration is given to economic issues of the period, 1800-1840.

SECTION I - THE GROWTH OF A NATIONAL SPIRIT

Behavioral Objectives:

1. After you complete your prescribed course of study, you will be able to discuss Thomas Jefferson's policies in terms of:

   a. the Republican Program
   b. the Federal courts
   c. the Barbary Pirates

2. Upon completion of your prescribed course of study you will be able to explain the Louisiana Purchase in terms of:

   a. acquisition
   b. exploration
   c. effect on the Election of 1804
   d. the Burr Conspiracy

3. Upon completion of your prescribed course of study, you will be able to discuss NEUTRAL RIGHTS in terms of:

   a. Impressment
   b. Chesapeake-Leopard Affair (1807)
   c. the Embargo Act, 1807
   d. the Election of 1808

4. Upon completion of your prescribed course of study, you will be able to discuss the War of 1812 in terms of:

   a. Madison's Diplomacy
   b. Indian Warfare
   c. Division within the Country
   d. Principle Compaigns
   e. Peace

5. Upon completion of your prescribed course of study, you will be able to trace in an essay of at least three pages the growth of a National Spirit from Jefferson's Inauguration in 1800 to the War of 1812. This will be handed in to the teacher for grading according to the directions for essays on the Instruction Sheet.

Unless otherwise indicated, fulfillment of these objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To Read: (X indicates required)

X United States History, C. 5 & 6, pp. 140-162 (basic text)

___ The American Pageant, C. 9, pp. 180-182 (in room), C. 10 & 11

___ America Land of Freedom, C. 13, pp. 249-253, C. 17, pp. 225-330 (in room)

___ America, Units 2 and 3 (in room)

Audio-Visual:

___ "The War of 1812" Eyegate 58/D

SELF EVALUATION I

MATCHING:

____ 1. John Marshall	a.	French foreign minister during Louisiana Purchase
____ 2. James Monroe	b.	brought before John Marshall on a charge of treason
____ 3. Samuel Chase	c.	Chief Justice of the Supreme Court appointed by John Adams
____ 4. Aaron Burr	d.	U.S. Naval ship
____ 5. Oliver Hazard Perry	e.	won control of Lake Erie in 1813
____ 6. Leopard	f.	Federal Justice who was impeached
____ 7. Chesapeake	g.	British man-of-war
____ 8. Talleyrand	h.	special envoy to France during the Louisiana Purchase

ADVANCED STUDY

1. Thomas Jefferson's inaugural speech reveals several things about him. In a two page essay, express your own feelings about Jefferson's philosophy from this speech. Consult page 145 of United States History as a reference. SHOW ORIGINALITY.

2. Prepare a report and a map on the explorations of Lewis and Clark.

3. In a small group, discuss the Federalists' position in 1800 in regard to the growing republic.

SELF EVALUATION II

I. MATCHING:

____ 1. Henry Clay	a. a Nationalistic Program
____ 2. James Monroe	b. the American System
____ 3. John Marshall	c. South Carolina Exposition and Protest
____ 4. John Q. Adams	d. 1823 Doctrine that became U.S. foreign policy
____ 5. John C. Calhoun	e. Supreme Court Justice

II. IDENTITY:

1. Nullification -

2. "Corrupt Bargain" -

3. Nationalism -

ADVANCED STUDY

1. From one of the following conflicting themes, write an essay of at least two pages:
   a. The 1828 Tariff was a tariff of abominations.
   b. The 1828 Tariff was abominable to a select group.

2. Debate - Resolved: The Monroe Doctrine is inapplicable today.

3. In a small group, discuss the growth of Sectional Rivalry in the United States.

STOP!!! SEE THE TEACHER FOR THE PROGRESS TEST.

SECTION III - THE JACKSONIAN ERA OF DEMOCRACY

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to discuss the NEW DEMOCRACY of Andrew Jackson in terms of:

   a. Extension of the Suffrage
   b. Selection of the President
   c. Organization of Government
   d. the Spoils System

2. After completing your prescribed course of study, you will be able to explain TARIFFS AND NULLIFICATION in terms of:

   a. the Hayne-Webster Debate, 1830
   b. Jackson and the Union
   c. Jackson and Calhoun
   d. Crisis over Nullification
   e. Clay's Compromise Tariff of 1833

3. Upon completion of your prescribed course of study, you will be able to discuss the BANK CRISIS and PANIC in terms of:

   a. Controversy over the Bank
   b. Jackson's veto of the Bank Bill, 1832
   c. the 1832 Presidential Election
   d. the Battle of Deposits, 1833
   e. the Specie Circular of 1836
   f. the Panic of 1837

4. Upon completion of your prescribed course of study, you will be able to discuss the WHIG-DEMOCRATIC CONTROVERSY in terms of:

   a. Rise of the Whig Party
   b. the 1836 Presidential Election
   c. the Independent Treasury System
   d. the 1840 Presidential Election

5. Upon completion of your prescribed course of study, you will be able to discuss FOREIGN AFFAIRS from 1828-1844 in terms of:

   a. Jacksonian Diplomacy with France and England
   b. the Caroline Affair
   c. the Webster-Ashburton Treaty

6. Andrew Jackson and the Jacksonian Era was and is a matter of controversy. Upon completion of your prescribed course of study, you will be able to write at least a two page essay to be handed in to the teacher and graded according to the directions for essays on the Instruction Sheet on one of the two conflicting themes:

   a. Andrew Jackson was an enlightened patriot.
   b. Andrew Jackson was a headstrong willful leader.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

X United States History, C. 8 (basic text)

The American Pageant, C. 13, C. 14 (in room)

America, Units 2 and 3 (in room)

Audio-Visual:

"Andrew Jackson and Texan Independence" Eyegate 58/G

ADVANCED STUDY

1. In an essay of at least four pages, discuss the highlights and mistakes of Andrew Jackson's political career.

2. Write an account such as might have appeared in a South Carolina newspaper concerning the NULLIFICATION CONTROVERSY.

3. Draw a portrait of King Andrew I for class display.

SELF EVALUATION III

IDENTIFY:

1. Spoils System

2. Suffrage

3. Whig Party

SECTION IV - THE MARKET ECONOMIC SYSTEM (CAPITALISM)

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to describe business in the early 1800's in terms of:

   a. relative size b. governmental aid

2. Upon completion of your prescribed course of study, you will be able to define:

   a. price b. supply c. demand d. market e. scarcity

   f. economics g. money

3. After completing your prescribed course of study, you will be able to explain how supply and demand determine price.

4. Because of various modifications, the United States has never experienced "true or pure" capitalism. Upon completion of your prescribed course of study, you will be able to state and explain the modifications that capitalism experienced in the early 1800's.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

X United States History, C. 7, pp. 174-186 (basic text)

X U.S.A. Economics, Introduction, C. 1, p. 3 (in room) also C. 2, p. 19-22, C. 4, p. 37 & 38, C. 33, p. 356

___ America, Units 2 & 3 (in room)

___ Economics, Samuelson, C. 4 (in library)

Audio-Visual:

X "What is Economics?" Eyegate 178/8

___ "Population" Eyegate 178/ E

___ "Money" Eyegate 178/8

SELF EVALUATION IV

I. MATCHING:

____ 1. economics

____ 2. market

____ 3. price

a. any arrangement for bringing buyers and sellers of goods together.

b. the exchange value of an economic good expressed in terms of money

c. study of how man chooses to use scarce resources to fill his wants and needs

II. TRUE - FALSE:

_____ 1. If money is to serve its purpose as a medium of exchange, it must remain sufficiently scarce, relative to the quantity desired, to retain its value.

_____ 2. There is a limit to the means available for satisfying wants.

_____ 3. Our wants are limited.

_____ 4. Supply determines demand.

ADVANCED STUDY

1. In a two page essay, explain how supply and demand determine price today.

2. In a small group, discuss the pros and cons of economic policy today with regard to unemployment, wage-price controversies, labor and management.

3. In a small panel discussion, compare and contrast U.S. economic policy in the early 1800's with U.S. economic policy today.

STOP!! SEE YOUR TEACHER FOR THE LAP TEST.

LEARNING ACTIVITY PACKAGE

"SECTIONAL DIFFERENCES LEAD TO CIVIL WAR"

S Ø 007 559

Ninety Six High School · Ninety Six, S.C. ·

SOCIAL STUDIES II

REVIEWED BY

LAP NUMBER 21

WRITTEN BY Miss Franklin
Frances Carter

31474

INSTRUCTIONS

The Teacher will designate INDIVIDUAL requirements to be met for completion of each LAP.

ACTIVITIES:

1. Essays must be written as follows:
   a. use ink or typewriting
   b. use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Read all work handed into your teacher according to the acceptable form allowed in your English classes.

ADVANCED STUDY:

1. May be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study work must be completed neatly using correct English.

RATIONALE

Sectional differences lead to Civil War:

1. Manifest Destiny
2. Socio-economic conditions - North and South
3. Drifting toward disunion
4. The Civil War

Special emphasis is given to factors which may impede the development of nationalism and democracy. After studying factors and issues of westward expansion, the student then considers the nature and significance of socio-economic differences within and between the North and South. He then studies the role of these differences in the development of sectional loyalties and disunion. The Civil War is considered in terms of the relative advantages of each side and its significance to our way of life today.

SECTION I - MANIFEST DESTINY

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify the following:

   a. Bear Flag Republic
   b. Lone Star Republic
   c. Mormons
   d. Presidios
   e. Annexation
   f. John Bull
   g. Manifest Destiny

2. After you have completed your prescribed course of study, you will be able to discuss the expansion of the United States in terms of the movement of settlers especially into Texas (Southwest), the Oregon Country (Northwest) and California (West).

3. Upon completion of your prescribed course of study, you will be able to discuss the MEXICAN WAR in terms of:

   a. a general background to the War
   b. the military operations (the war campaigns found on p. 248 of your textbook
   c. the Treaty of Guadalupe Hidalgo (1848)

4. The United States used conquest, purchase, compromise and discovery to expand its borders. In an essay of two to five pages, explain WHAT "Manifest Destiny" was and HOW it contributed to "Expansionism" This essay will be handed into the teacher and graded according to the directions for essays on the INSTRUCTION SHEET.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

X United States History, C. 10

___ The American Pageant, C. 15

___ America Land of Freedom, C. 17, 18, 19

___ America, Unit 4 (in room)

Audio-Visual:

X "Westward Ho", Eyegate 58/E

SELF EVALUATION I

I. MATCHING:

____ 1.	Sam Houston	a. American missionary
____ 2.	Santa Anna	b. attacked the Alamo
____ 3.	Marcus Whitman	c. had a war named for him
____ 4.	James K. Polk	d. president of the Line Star Republi

II. TRUE - FALSE:

____ 1. Expansionists believed in "Manifest Destiny".

____ 2. Astoria was the name of John Jacob Astor's Tea Company.

____ 3. Oregon is known as the Lone Star State.

____ 4. John L. O'Sullivan coined the phrase "Manifest Destiny".

____ 5. Deseret became the Utah Territory.

ADVANCED STUDY

1. In an essay of two to four pages, discuss "Manifest Destiny" as opposed to "Imperialism".

2. On a piece of posterboard, prepare a map illustrating the growth of the United States from 1783 to 1853. Indicate date and acquisition and previous ownership (i.e. what country or countries previously owned it).

3. In an essay of not more than five pages, express your feelings about the annexation of Texas as though you were:
   a. a Mexican
   b. a Texan
   c. a Southern Planter
   d. an abolitionist
   e. a frontier farmer

4. In a small group, discuss the pros and cons of "Manifest Destiny".

SECTION II - SOCIO-ECONOMIC SYSTEMS (NORTH AND SOUTH)

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to COMPARE AND CONTRAST the social and economic systems of the North and South (Particularly in terms of the slavery question).

2. After completing your prescribed course of study, you will be able to write an essay (two-five pages) on one of the conflicting themes:

   a. The Socio-Economic System of the South permitted the white slave holders no alternative to the slave questions. (Include in this essay WHAT the status or situation of the white slave holder was and explain HOW the organization of his society locked him into this position.)

   b. The Socio-Economic System of the South was not a "closed system". Other alternatives than slavery could and should have been sought. (Include in this essay YOUR alternatives to slavery and how they would have worked within the frame of the "Southern system".)

   This essay will be handed into the teacher and graded according to the directions for essays on the Instruction Sheet.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

X U.S. History, C. 11

X The American Pageant, C. 19

___ America Land of Freedom, C. 20

___ America, Unit 4 (in room)

SELF EVALUATION II

You will be able to discuss the Behavioral Objectives of both Sections I and II in small teacher-led groups. You will be graded.

ADVANCED STUDY

1. Debate: Resolved that the Socio-Economic System of the South was the principal issue leading to the Civil War.

2. In a small group, discuss the pros and cons of the "Slave System".

3. In an essay of approximately three to five pages discuss the "Underground Railroad".

4. Present a freehand drawing of slave life for class display. It may be a portrait of a slave, his quarters, his work, etc. Show originality.

STOP!! SEE YOUR TEACHER FOR PROGRESS TEST.....

SECTION III - DRIFTING TOWARD DISUNION

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to discuss the ABOLITIONIST MOVEMENT in terms of WHAT it was and those men instrumental in it.

2. After completing your prescribed course of study, you will be able to:

   a. Discuss the crisis in California that led to the Compromise of 1850.
   b. Name the parts of the Compromise of 1850.*

3. Section III of your prescribed text is entitled "Harmony, Expansion and Dissension". Upon completion of your prescribed course of study, you will be able to discuss this section in terms of:

   a. railroads and sectional dissension
   b. the Kansas-Nebraska Bill (1854)*
   c. Bleeding Kansas
   d. the Election of 1856*
   e. the Dred Scott Decision (1857)*
   f. the Panic of 1857

4. Upon completion of your prescribed course of study, you will be able to write an essay of three to five pages on "The Coming of the Civil War". Include in this essay the Lincoln-Douglas Debates of 1858, John Brown's Raid (1859), and the Election of 1860. You may also include any other pertinent material. This essay is to be handed in to the teacher and graded according to the directions for essays found on the Instruction Sheet.

*Dates are important!!!

RESOURCES AND READINGS

To Read: (x indicates required)

X U.S. History, C. 11

X The American Pageant, C. 21

____ America Land of Freedom, C. 21

____ Documents of American History, Commager, p. 319-323 "The Compromise of 1850"

____ America, Unit 4 (in room)

Audio-visual:

____ "Sectional Conflicts" (H-90)

SELF EVALUATION III

Place the following in chronological order using 1, 2, 3, 4, & 5.

_____ John Brown's Raid

_____ Kansas-Nebraska Bill

_____ Lincoln-Douglas Debates

_____ Compromise of 1850

_____ Dred Scott Decision

Advanced Study

1. Make a book report on Civil War in the Making by Avery Craven.

2. Prepare an essay on one of the two conflicting themes:
   a. The Civil War could have been avoided.
   b. The Civil War was inevitable.

3. In an essay, show how each of the following led to sectional bitterness.
   a. William Lloyd Garrison
   b. Harriet Beecher Stowe
   c. Dred Scott Decision
   d. John Brown's Raid

SECTION IV - THE CIVIL WAR

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to discuss SECESSION in terms of:

   a. the early Secession Movement
   b. the Crittenden Compromise
   c. Abraham Lincoln's Election and Inauguration
   d. the Firing of Fort Sumter and Reactions

2. After completing your prescribed course of study, you will be able to determine the advantages and disadvantages of both the NORTH and SOUTH in waging the CIVIL WAR. (In doing this, be certain to note the role of Great Britain and the part of the Negro in the Civil War.)

3. Upon completion of your prescribed course of study, you will be able to discuss the CIVIL WAR in terms of:

   a. Confederate and Union strategy
   b. war in the East (1861-1862), major battles and leaders
   c. War from Fredericksburg to Gettysburg (1863)
   d. War in the West (1862-1863)
   e. the last campaigns of the war

4. Upon completion of your prescribed course of study, you will be able to discuss wartime home life in terms of:

   a. financing of the war on both sides b. politics

5. After completing your prescribed course of study, you will be able to discuss the election of 1864 and the Presidential Assassination (1865).

RESOURCES AND READINGS

To Read (x indicates required):

__X__ U.S. History, C. 12

__X__ The American Pageant, C. 12

____ America (Land of Freedom, C. 2)

____ America, Unit 3 (In room)

Audio-Visual:

____ "The Bitter War Between the States" Pt. 1(1861-63) Pt. 2(1863-65) Pictorial Film Encyclopedia of American History, Unit 7 HK 7/1, HK 7/2

____ "The Civil War" SVE 377/0

____ "The War Between the States" 4-104

____ "A Nation Divided" 377/1 ____ "High Tide of Valor"377/3

____ "America's Trial and Agony" 377/2 ____ "Darkest Hous Then Peace" 377/4

SELF EVALUATION IV

I. TRUE - FALSE

_____ 1. The first shot of the Civil War was fired by the Confederates.

_____ 2. The Confederacy had a tremendous advantage in manpower during the war.

_____ 3. Both North and South accepted Negro recruits in the war.

_____ 4. Another name for the first battle of Bull Run is Manassas Junction.

II. You will be able to discuss behavioral objectives 4 and 5 of this [illegible] teacher-directed group discussion.

ADVANCED STUDY

1. Read a book report on Secret Missions of the Civil War by Phillip Van Doren Stern.

2. After choosing one important battle of the Civil War, present a poster-board illustration and an explanation of the tactics involved in the waging of the battle.

3. Prepare a biographical sketch of the man you consider to be the most important man in the Civil War. Defend your choice against other contenders.

4. Prepare freehand drawings for class display depicting President Abraham Lincoln at the start of the Civil War and again at its close. (Note the strain and drain on a man after four years of conflict.)

STOP!!! SEE YOUR TEACHER FOR THE LAP TEST.....

S0007559

LAP

LEARNING ACTIVITY PACKAGE

"RECONSTRUCTION AND GROWTH IN THE UNITED STATES: 1865-1890"

Ninety Six High School - Ninety Six, S.C. - 1001

SOCIAL STUDIES 114

REVIEWED BY J. Ratchford

LAP NUMBER 22

WRITTEN BY Mary Ann Franklin

RATIONALE

Reconstruction and Growth in the United States: 1865-1890.

A. Reconstruction

B. Passing of the Frontier

C. Rise of Big Industries

Emphasis is on the nature and significance of Reconstruction and the Industrial Revolution in the United States during the period from 1865-1890. Special consideration is given to the effect of Reconstruction on the South and its people, also factors contributing to the passing of the frontier.

Section I - Reconstruction

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study you will be able to define or identify the following:

   A. Freedmen and Freedman's Bureau
   B. Bloody shirt
   C. "Grantism"
   D. Black Codes
   E. Ku Klux Klan
   F. Carbetbaggers
   G. Scalawags
   H. Poll tax
   I. Sharecropper
   J. Grandfather clause

2. After you have completed your prescribed course of study you will be able to discuss the presidency of Andrew Johnson and Johnson's Impeachment, 1868.

3. Upon completion of your prescribed course of study you will be able to discuss:

   A. Radical Plans for Reconstruction after the mid-term Election of 1866.
   B. The 10 year reign of RADICAL RECONSTRUCTION after 1868.
   C. Southern whites' reaction to RADICAL RECONSTRUCTION. (ie. HOME RULE).

4. After completing your prescribed course of study, you will be able to discuss Economic Recovery of the New South in an essay of 2-5 pages in terms of:
   A. Southern Agriculture
   B. Southern Industry

   This essay will be handed into the teacher and graded according to the directions for essays on the INSTRUCTION SHEET.

5. Upon completion of your prescribed course of study you will be able to discuss GRANT'S ADMINISTRATION (mainly in terms of its political corruption).

6. Following completion of your prescribed course of study, you will be able to explain FOREIGN AFFAIRS during Reconstruction.

| Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS and/or LAP TEST. |

RESOURCES AND READINGS

To read: (X indicates required)

__X__ United States History, Ch. 13

_____ The American Pageant, Ch. 24, 25

_____ America Land of Freedom, Ch. 22

_____ Rise of the American Nation, Ch. 20

Audio-Visual:

_____ "The Talking Book"

_____ "The Nation Heals Its Wounds"
Pictorial Film Encyclopedia of
American History; Pt. 1 and Pt. 2.

SELF-EVALUATION - SECTION I

I. Matching:

_____ Schuyler Colfax	A. Chief of the Freedmen's Bureau
_____ Oliver O. Howard	B. Presided at impeachment trial of Andrew Johnson
_____ Salmon P. Chase	C. Secretary of State who negotiated purchase of Alaska
_____ William H. Seward	D. V. P. involved in the Credit Mobilier scandal

II. True-False:

_____ Evidence of Grant's failings as President was his failure to choose his advisors wisely.

_____ The term "Seward's Icebox" refers to the South Pole.

_____ The term "carpetbagger" referred to native Southerners.

_____ The BLACK CODES gave Negroes equality in the South.

ADVANCED STUDIES

1. For CLASS DISPLAY: prepare a chart showing the principal differences between presidential and congressional reconstruction.

2. In a 3-5 page essay discuss conditions that led to the "low morality" of the postwar period.

3. Submit a biographical sketch of Ulysses S. Grant, comparing him as a general and a President.

4. In a 3-5 page essay discuss <u>your</u> own opinion as to how the federal government should have dealt with secession.

STOP!

SEE TEACHER FOR PROGRESS TEST.

SECTION II

PASSING OF THE FRONTIER

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study you will be able to define or identify each of the following according to the context in which it is used:

    A. Vigilantes
    B. Lynch Law
    C. Fifty-niners
    D. Homesteader
    E. Great American Desert
    F. Great Basin

2. After completing your prescribed course of study you will be able to discuss The INDIAN PROBLEM in terms of:

    A. Its beginnings
    B. The Indian Wars
    C. Government Aid to the Indians

3. Upon completion of your prescribed course of study you will be able to COMPARE and CONTRAST life on the MINING FRONTIER with life on the CATTLE FRONTIER.

4. The FARMING FRONTIER had a rise, period of growth, and a 'passing away'; upon completion of your prescribed course of study you will be able to write a 3-5 page essay on this process. This essay will be handed into the teacher and graded according to the directions for essays on the INSTRUCTION SHEET.

5. Upon completion of your prescribed course of study you will be able to discuss Frederick Jackson Turner's FRONTIER THEORY.

Unless otherwise indicated fulfillment of these objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To Read: (X indicates requires)

__X__ United States History, Ch. 14

_____ The American Pageant, Ch. 29

_____ America Land of Freedom, Ch. 23

Audio-Visual:

_____ "The Talking Book"

SELF EVALUATION

SECTION II

I. Matching:

_____ Frederick J. Turner	A. Defeated at Battle of Little Big Horn
_____ Henry Plummer	B. Safety-valve theory
_____ George Custer	C. Illinois livestock shipper
_____ J. G. McCoy	D. Montana "outlaw"

II. True - False:

_____ Most of the fortunes made in mining in the West were made by individaul miners.

_____ Today over half a million Indians live on over 100 reservations.

_____ In 1877 the discovery of gold in Idaho led to an uprising of the peaceful Nez Percé Indians.

_____ In 1934 the Dawes Act provided for tribal ownership of Indian land.

ADVANCED STUDIES

1. In a 3-5 page report explain why there was contention between cattlemen and farmers on the plains.
2. Prepare a biographical sketch of General George Custer.
3. Examine the Federal government's policy toward the Indian from the late 1890's until the present time.
4. Prepare freehand sketches of three famous Indian Chiefs for classroom display.

RISE OF BIG INDUSTRIES

SECTION III

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study you will be able to define or identify each of the following according to the context in which it is used:

   A. Laissez-faire
   B. Social Darwinism
   C. Natural Selection
   D. Gilded Age
   E. Holding Company
   F. Philanthropy
   G. Rebate
   H. Pool
   I. Trust

2. After completing your prescribed course of study you will be able to explain the unfolding of AMERICA'S INDUSTRIAL REVOLUTION.
3. Upon completion of your prescribed course of study you will be able to discuss the two MAJOR INDUSTRIES and INDUSTRIALISTS of the period.
4. After you have completed your prescribed course of study you will be able to EXPLAIN big business philosophy.
5. Upon completion of your prescribed course of study you will be able to describe in a 2-5 page essay the various business organizations: Corporations, Combinations, Pools, Trusts, and Holding Companies. This essay will be handed into the teacher and graded according to the directions on the INSTRUCTION SHEET.

Unless otherwise indicated fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To Read: (X indicates required)

__X__ United States History, Ch. 16

_____ The American Pageant, Ch. 26, 27

_____ America Land of Freedom, Ch. 24

_____ Rise of the American Nation, Ch. 23

Audio-Visual:

_____ "The Talking Book"

_____ "Natural Resources and Industrial Development" 1865-1900; Eye-Gate Series 80A.

_____ "New Inventions and Industrial Development" 1865-1900; Eye-Gate Series 80C.

_____ "Andrew Carnegie, Master of Steel"; Eye-Gate Series 65D.

SELF EVALUATION

SECTION III

I. Matching:

_____ Elias Howe	A. famous in steel
_____ Andrew Carnegie	B. famous in oil
_____ J. P. Morgan	C. famous in R. R. and banking
_____ J. D. Rockefeller	D. invented sewing machine

II. True - False:

_____ Social Darwinism became a dominant American philosophy during the Gilded Age.

_____ A holding company is a corporation organized for the purpose of owning stock in other corporation.

_____ Technology is the utilization of natural resources through invention and the application of scientific principles.

ADVANCED STUDIES

1. For class display: Mark charts showing the organizational structure of a pool, a trust, and a holding company.

2. Prepare a book report on one of the following:

   A. Dreiser, Theodore, The Titan.
   B. Nevins, Allan, Study in Power: John D. Rockefeller, Industrialist and Philanthropist.

3. Prepare freehand drawings of John D. Rockefeller and Andrew Carnegie for class display.

4. In a 2-5 page paper explain what SOCIAL DARWINISM means to you.

STOP!

SEE YOUR TEACHER FOR THE LAP TEST.

SP 007 559

LAP

LEARNING

ACTIVITY

PACKAGE

"REFORM IN AMERICA: 1890-1945"

SOCIAL STUDIES ~~H3~~ 11

REVIEWED BY J. S. Ritchie

LAP NUMBER 23

WRITTEN BY Miss Franklin

RATIONALE

Reform in America: 1890-1945

A. The Farm and Labor Protest

B. The Progressive Era

C. The Prosperity of the 1920's and the Depression of the 1930's

D. The New Deal

Emphasis is on the factors motivating the Federal, state, and local governments to take greater responsibility for correcting adverse socio-economic conditions in the United States. Special attention is given to the role of the Industrial Revolution in America as one of the major factors and the centralization of responsibility at the Federal level for correcting these conditions.

Section I

The Farmers' Protest

The Laborers' Protest

BEHAVIORAL OBJECTIVES

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   A) The Grange
   B) AFL
   C) Sound money
   D) Civil Service
   E) Granger Laws
   F) Farmers' Alliances

2. After completing your prescribed course of study, you will be able to discuss the SOURCES of dissatisfaction among farmers and city workers.

3. Upon completion of your prescribed course of study, you will be able to DISCUSS THE FIRST SUCCESSES IN REFORM in terms of:

   A) THE CIVIL SERVICE
   B) THE MONEY QUESTION
   C) THE RAILROADS
   D) THE GRANGE
   E) THE FARMERS' ALLIANCES

4. Upon completion of your prescribed course of study, you will be able to DISCUSS the RISE OF LABOR in terms of:

   A) The first Union Organizations
   B) Labor setbacks
   C) The AFL

5. Upon completion of your prescribed course of study, you will be able to write a 2-4 page essay according to the directions on th INSTRUCTION SHEET in which you will.

   COMPARE AND CONTRAST THE KNIGHTS OF LABOR with the AMERICAN FEDERATION OF LABOR -- account for the decline of one and the success of the other.

This essay will be handed into the teacher and graded.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To Read: (X indicates required)

__X__ United States History, Ch. 17.

_____ The American Pageant, Ch. 29, 30.

_____ America Land of Freedom, Ch. 24.

_____ Rise of the American Nation, Ch. 24, 25.

Audio-Visual:

_____ "The Talking Book"

_____ Eyegate Series 80; No. 80-E LABOR PROBLEMS AND NEW AREAS OF INDUSTRY.

Self Evaluation - Section I

I. Matching:

_____ sound money	A. Uriah S. Stevens
_____ GAR	B. Samuel Gompers
_____ Knights of Labor	C. backed by gold
_____ AFL	D. Grand Army of the Republic

II. True - False :

_____ The Patrons of Husbandry later became known as the Grange.

_____ The Knights of Labor favored private ownership of all utilities.

_____ The rebate is a return to large shippers of a part of the freight charges they paid.

_____ Patronage is one way a party divides spoils and stays in office.

Advanced Studies

1) In a 2-5 page essay discuss one of the following topics:

   A) The political appointment of governmental employees is more democratic than the merit system.

   B) The merit system is more democratic than the political appointment of governmental employees.

2) For class display, prepare pencil sketches of Samuel Gompers and Terence V. Powderly.

3) Do you agree with Roscoe Conkling that "a political party is a machine?" In a 2-3 page essay, explain why or why not.

4) Prepare a CHART for class display listing the arguments for and against CIVIL SERVICE REFORM.

Section II

The Progressive Era

BEHAVIORAL OBJECTIVES

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   A) Australian ballot
   B) Conservation
   C) Nobblies
   D) New Nationalism
   E) Muckraker
   F) Recall
   G) Prohibition
   H) Income tax
   I) Sweatshop

2. After completing your prescribed course of study, you will be able to discuss THE RISE OF PROGRESSIVISM in terms of:

   A) The American faith in Progress
   B) The Progressives and their views
   C) Sources of Progressivism

3. Upon completion of your prescribed course of study, you will be able to explain in a 2-3 page essay the role of Progressivism in GOVERNMENT. This essay will be handed into your teacher and graded according to the INSTRUCTION SHEET.

4. Upon completion of your prescribed course of study, you will be able to discuss GOVERNMENT AND BUSINESS, 1900-1912.

5. After completing your prescribed course of study, you will be able to discuss the "NEW FREEDOM," 1912-1916 in terms of:

   A) Men involved
   B) Laws and Acts
   C) Social and Labor Legislation

Resources and Readings

(X indicates required)

__X__ United States History, Ch. 19.

_____ The American Pageant, Ch. 34.

_____ Rise of the American Nation, Ch. 27.

Audio - Visual

_____ "The Talking Book"

_____ SVE filmstrip: A History of the American People - Changes in American Life 1865-k920.

Self Evaluation - Section II

I. Matching:

_____ Woodrow Wilson	A. to remove an official from office
_____ IWW	B. "He kept us out of war"
_____ Grover Cleveland	C. exposed the shame of the cities and big business
_____ Elkins Act	D. graduated tax on income
_____ Australian ballot	E. 1st U. S. Governor of the Philippines
_____ recall	F. industrial workers of the world
_____ muckrakers	G. outlawed rebates
_____ Jane Addams	H. Twenty Years at Hull House
_____ income tax	I. "secret"
_____ William Howard Taft	J. he set aside a national forest in the San Joaquin Valley in California

Advanced Studies

1) Prepare a chart for class display showing which of the reforms advocated by the progressives in 1900 had been enacted into law by 1916.

2) In a 2-3 page essay discuss one of the following topics:

   A) The federal regulation of business practices was in the best interest of the nation.

   B) "Trustbusting" was in the best interest of the nation.

3) In a 2-3 page essay discuss one of the following topics:

   A) The introduction of devices like the intiative, referendum, and recall improved government.

   B) The introduction of devices like the intiative, referendum, and recall had little or no effect on the improvement of government.

4) Explain in a well organized analytical essay the breach that developed between Theodore Roosevelt and William H. Taft.

STOP!
SEE YOUR TEACHER
FOR THE PROGRESS TEST

Section III

The Prosperity of the 1920's and
The Depression of the 1930's

BEHAVIORAL OBJECTIVES

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   A) Teapot Dome
   B) American Legion
   C) Immigration Quotas
   D) Merchant marine
   E) Bootlegging
   F) Muscle Shoals
   G) FCC
   H) Ohio gang
   I) Red scare

2. After completing your prescribed course of study, you will be able to DISCUSS the presidency of WARREN G. HARDING and "THE RETURN TO NORMALCY."

3. Upon completion of your prescribed course of study, you will be able to DISCUSS the era of CALVIN COOLIDGE in terms of:

   A) "The Man" and his ELECTION
   B) ISSUES OF THE PERIOD
   C) FOREIGN AFFAIRS

4. In an essay of 3-5 pages, discuss LIFE IN THE 1920's; include such items as Science and Technology, Recreation Schools, Churches, the changing status of women, crime and punishment.

5. The GOLDEN TWENTIES ended with Herbert Hoover and the DEPRESSION. Upon completion of your prescribed course of study, you will be able to explain:

   A) The Election of 1928
   B) Causes and Effects of the Depression
   C) Congressional and Presidential Action

Unless otherwise indicated, completion of these behavioral objectives will be on the PROGRESS and/or LAP TEST.

Resources and Readings

(X indicates required)

__X__ United States History, Ch. 23.

_____ The American Pageant, Ch. 39.

_____ Rise of the American Nation, Ch. 33.

Audio - Visual

_____ "The Talking Book"

_____ SVE filmstrip: A History of the American People - Prosperity and Depression 1921-1933.

Self Evaluation - Section III

I. True - False.

_____ The Democratic candidate for President in the election of 1828 was Herbert Hoover.

_____ The Scopes case concerned the right to teach the theory of evolution in the state of Tennessee.

_____ The post of Secretary of Commerce in Harding's cabinet was filled by Herbert Hoover.

_____ The "Capone Gang" is associated with the city of Chicago.

Advanced Studies

1) You are an economist: write an essay on the causes of the depression.

2) Prepare a freehand drawing of Herbert Hoover for class display.

3) In small groups, discuss the effectiveness or ineffectiveness of of the League of Nations. Do you believe that if the United States had joined, it would have been more effective?

4) Prepare an essay on "NORMALCY" - why did so many Americans want to return to "normalcy" in 1920?

Section IV - The New Deal

BEHAVIORAL OBJECTIVES:

1. After completion of your prescribed course of studies, you will be able to define or identify each of the following:

   A) New Deal
   B) Brain trusters
   C) CCC
   D) Relief
   E) Fireside chat
   F) NRA
   G) Blue Eagle
   H) WPA
   I) TVA
   J) CWA
   K) AAA

2. Upon completion of your prescribed course of study, you will be able to DISCUSS the Election of 1932.

3. Upon completion of your prescribed course of study, you will be able to discuss:

   A) THE NEW DEAL, 1933-1936.

   B) THE NEW DEAL, 1936-1939.

4. After completing your prescribed course of study, you will be able to write an essay (3-5 pages) on major legislation of the New Deal. This essay will be handed in to your teacher and graded according to the directions on the INSTRUCTION SHEET.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS and/or LAP TEST.

RESOURCES AND READINGS

(X indicates required)

__X__ United States History, Ch. 24.

_____ The American Pageant, Ch. 42.

_____ Rise of the American Nation, Ch. 36, 37.

Audio - Visual

_____ "The Talking Book"

Self Evaluation - Section IV

In small teacher-led groups you will discuss Franklin Delano Roosevelt and THE NEW DEAL. You will be graded.

ADVANCED STUDIES

1) Prepare a chart on all the major New Deal legislation from 1933 to 1938 and show the chief purpose of each law.

2) Prepare an essay on one of the following topics:

   A) The New Deal measures prevented revolution in the United States.

   B) There would have been no revolution in the United States even without the New Deal legislation.

3) For class display: Prepare a freehand sketch of Franklin Delano Roosevelt.

4) Prepare a biographical essay of FDR for class presentation: Concentrate on his Presidential Years.

STOP!

SEE YOUR TEACHER

FOR THE LAP TEST

LAP

LEARNING

ACTIVITY

PACKAGE

"UNITED STATES INTERNATIONAL RELATIONS, 1890-1945"

SØ01559

Ninety Six High School - Ninety Six, S.C.

SOCIAL STUDIES 114

REVIEWED BY

LAP NUMBER 24

WRITTEN BY Miss Franklin
& Mrs. Carter

41674 4

RATIONALE

United States International Relations (1890-1945)

a. from Isolation to Imperialism

b. World War I

c. from Isolation to Involvement: 1930-1945

d. World War II

Emphasis is on the factors influencing the development of the United States into a leading world power. Special consideration is given to the nature, cause and effect of:

1. American Imperialism
2. American involvement in World War I
3. Isolationism in the 1920's and 1930's..... and
4. American involvement in World War II.

Particular attention is given to relationships between our domestic and foreign policies of the period and the effect of modernization for world war on the American economy.

INSTRUCTIONS

The teacher will designate INDIVIDUAL requirements to be met for completion of each LAP.

Activities:

1. Essays must be written as follows:
   a. Use ink or typewriter.
   b. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study:

1. This may be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study work must be completed neatly, using correct English.

SECTION I - FROM ISOLATION TO IMPERIALISM

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a. most-favored nation
   b. spheres of influence
   c. extraterritorial
   d. Continentalism
   e. Imperialism
   f. dollar diplomacy
   g. Pan-American
   h. Open Door
   i. Big Stick
   j. Jingoistic

2. After completing your prescribed course of study, you will be able to discuss INTEREST IN WORLD AFFAIRS and INVOLVEMENT IN WORLD AFFAIRS on the part of the United States.

3. Upon completion of your prescribed course of study, you will be able to DESCRIBE the SPANISH-AMERICAN WAR in terms of:

   a. the Cuban Rebellion
   b. outbreak of War
   c. the Military Operations
   d. the U.S.'s role as an Imperial Power

4. Upon completion of your prescribed course of study, you will be able to discuss the INCREASING INVOLVEMENT of the U.S. in world affairs in terms of:

   a. the "Open-Door" policy in China
   b. the Panama Canal and Roosevelt's "Big Stick"
   c. the Extension of the Monroe Doctrine in Latin America
   d. Asian and European Negotiations

5. After completing your prescribed course of study, you will be able to discuss MEXICO: DISORDER AND AMERICAN INVOLVEMENT.

6. PEACE AND POWER: Upon completion of your prescribed course of study, you will be able to write an essay of 2-4 pages according to the directions on the Instruction Sheet on one of the following:

   a. The U.S. is a great power with world-wide interests and should engage in world politics for its own good.

   b. The U.S. is a great power (a model democratic nation) and should shun foreign interventions and foreign power struggles as much as possible because these lead to war.

This essay will be handed into your teacher and graded.

Unless otherwise indicated, fulfillment of these objectives will be on the PROGRESS and/or LAP tests.

RESOURCES

*X United States History, chapter 21

___ The American Pageant, chapter 34

*X indicates required..

MATCHING:

____ 1. "Big Stick" policies		a. newspaper publisher who featured sensational stories
____ 2. Lilinokalani		b. Theodore Roosevelt
____ 3. Joseph Pulitzer		c. Naval Base in Cuba
____ 4. Guantanamo		d. Hawaiian Queen

TRUE-FALSE:

_____ 1. The great powers of Europe (Britain, Germany, France and Russia) all seeking colonial possessions and trade, vied with each other in China.

_____ 2. U.S. military forces occupied Cuba until 1902 with orders to prepare Cuba for independence.

_____ 3. The British battleship, the Maine, was destroyed in the harbor of Havanna in 1898.

_____

ADVANCED STUDY

1. For class display: Draw a map of the Pacific Ocean and the territories in and around it. Locate and mark those places in which the U.S. had an active interest before 1916.

2. In an essay of two-five pages, discuss the major reasons for the U.S. becoming interested in Latin America.

3. Prepare an original report on one of the following:

   a. U.S. intervention in the Panama Revolution

   b. the punitive expedition into Mexico

4. In small groups, discuss the pros and cons of Theodore Roosevelt's policies, i.e., whether or not his policies reveal that a nation should "speak softly and carry a big stick".

SECTION II - WORLD WAR I

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a. Triple Entente
   b. Triple Alliance
   c. Central Powers
   d. League Convenant
   e. Carte Blanche
   f. Fourteen Points
   g. Balkanization
   h. Polish Corridor
   i. Big Three

2. After completing your prescribed course of study, you will be able to discuss United States INVOLVEMENT in WORLD WAR I in terms of:

   a. the background of World War I
   b. Declarations of War, U.S.'s reaction and involvement
   c. Submarine Warfare

3. Upon completion of your prescribed course of study, you will be able to discuss MOBILIZATION FOR WAR in terms of:

   a. Industry and transport
   b. agriculture
   c. financing the war
   d. American opinion and the 14 points

4. After completing your prescribed course of study, you will be able to describe the FIGHTING OF THE WAR in terms of:

   a. preparation for battle
   b. war on the ocean
   c. war at home
   d. warfare on the western front
   e. Americans in battle, contributions and losses

5. Upon completion of your prescribed course of study, you will be able to explain in an essay of four to seven pages how the U.S. won the war and lost the peace. This essay will be handed into your teacher and graded according to the directions on the instruction sheet.

Unless otherwise indicated, fulfillment of these objectives will be on the PROGRESS and/or LAP TESTS.

RESOURCES AND READINGS

(X indicates required)

__X__ United States History, chapter 22

___ The American Pageant, chapters 35 and 37

Audio-Visual:

___ "Grand Strategy" HG 161GX.

1. For class display: Make a map of the battle lines in France in September, 1914 and in November, 1918.

2. In an essay of three to five pages, explain how the Government of the United States organized the nation's resources for war.

3. For debate: Resolved - that the U.S. should have entered the League of Nations.

4. On a map for class display, illustrate the major changes in the boundaries of Europe after World War I.

SELF EVALUATION II

MATCHING:

____ 1. Triple Entente

____ 2. Big Three

____ 3. Lloyd George

____ 4. John J. Pershing

a. represented Britain in the Big Three

b. France, Britain and Russia

c. commander of American Expenditionary Forces

d. France, Britain and the U.S.

TRUE-FALSE:

_____ 1. To "Hooverize" became a synonym for conservation of food, the "clean plate" a symbol of patriotism.

_____ 2. President Warren G. Harding is most responsible for the "Fourteen Points".

_____ 3. The Sussex was a French ship torpedoed by the Germans in the English Channel.

_____ 4. The French general, Ferdinand Foch, was the supreme commander of the allied armies.

STOP!!! SEE YOUR TEACHER FOR THE PROGRESS TEST.....

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a. Good Neighbor Policy
   b. Mensheviks
   c. Bourgeoisie
   d. Bolsheviks
   e. Fascism

2. After completing your prescribed course of study, you will be able to discuss AMERICAN FOREIGN POLICY from World War I until 1933.

3. Upon completion of your prescribed course of study, you will be able to write an essay of three to five pages on THE RISE OF AUTHORITARIAN POWERS: RUSSIA, ITALY, GERMANY and JAPAN (before World War II). This essay is to be written according to the Instruction Sheet and handed in to the teacher for grading.

4. Upon completion of your prescribed course of study, you will be able to describe the "aggressive" tensions leading to World War II.

5. After completing your prescribed course of study, you will be able to discuss ACTION and REACTION in the U.S. leading to World War II.

Unless otherwise indicated, completion of these objectives will be on the PROGRESS and/or LAP TESTS.

RESOURCES AND READINGS

(*X indicates required)

X United States History, chapter 25

___ The American Pageant, chapter 42

SELF EVALUATION III

MATCHING:

____ 1. Mein Kempf

____ 2. Black Shirts

____ 3. Der Fuehrer

____ 4. Manchuria

a. Mussolini's Henchmen

b. Manchukuo

c. Adolf Hitler

d. "My Struggle"

TRUE-FALSE:

_____ 1. The "Good Neighbor Policy" was aimed at promoting friendly relations and mutual defense arrangements among the nations of the Western Hemisphere.

_____ 2. Most Socialists argued that the economic organization of society was basic and determined its nature.

_____ 3. Adolf Hitler was pro-Jew, anti-Christian, anti-foreigner, anti-Communist, and anti-democratic.

_____ 4. Another name for the National Socialist Workers Party is the Nazi Party.

Behavioral Objectives:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a. Axis Powers
   b. Second Front
   c. D-Day
   d. V-E Day

2. After completion of your prescribed course of study, you will be able to discuss the WAR in its early stages in terms of:

   a. Pearl Harbor b. early reverses of the U.S. and her allies

3. Upon completion of your prescribed course of study, you will be able to discuss AMERICAN PREPARATIONS FOR WAR in terms of:

   a. Military Mobilization
   b. Governmental Controls - planning production
      Labor Problems, price control & rationing
      financing the war
      controlling the news

4. Upon completion of your prescribed course of study, you will be able to describe the WAGING OF THE WAR in terms of:

   a. the War in Europe, 1942 to June, 1944
   b. the War in the Pacific, 1942-1944
   c. the Invasion of Western Europe
   d. Victory over Japan
   e. costs of the War

5. After completion of your prescribed course of study, you will be able to discuss the end of the War in terms of:

   a. Franklin Roosevelt: Re-election 1944-Death 1945
   b. The Peace (Settlement and Unsettlement)

Unless otherwise indicated, fulfillment of these objectives will be on the PROGRESS and/or LAP TESTS.

RESOURCES AND READINGS

__X__ United States History, chapter 25

_____ The American Pageant, chapter 44

Audio-Visual:

_____ Pictorial Film Encyclopedia of American History: Unit 14 "Global War for a Free World" - Parts 1, 2 and 3 (V-T, 1949, 14/3

_____-"A History of American People: World War II Overseas" H 171

_____ "A History of American People: World War II, Home Front" H 168

MATCHING:

____ 1. Gestapo

____ 2. Taiwan

____ 3. V-E Day

____ 4. OWI

a. Formosa

b. Office of War Information

c. secret police

d. May 8, 1945, hostilities in Europe ceased

TRUE-FALSE:

____1. The National War Labor Board had the power to limit strikes.

____2. The invasion of Western Europe was given the code name "Overlord".

____3. The first atomic bomb was dropped on Nagasaki.

____4. The Soviet Union had agreed at Yalta to enter the war against Japan shortly after the end of the war in Europe.

STOP!!! SEE YOUR TEACHER FOR THE LAP TEST....

ADVANCED STUDY

1. In an essay, describe the horrors and reaction to the Japanese surprise attack on Pearl Harbor. SHOW ORIGINAL THINKING BACKED BY FACTS.

2. Prepare for class display a map tracing the outer perimeter of the Japanese advances in the Pacific in 1942. Compare this with the area retained by Japan in September, 1945.

3. Write an essay on one of the following conflicting themes:

   a. There was no alternative but to drop the atomic bombs on Japan. Why?

   b. There were alternatives to the bombing of Nagasaki and Hiroshima. What were they?

4. Prepare large freehand sketches of Prime Minister Clement R. Attlea, President Harry S. Truman, and Premier Josef Stalin for class display.

SP 007 559

LEARNING
ACTIVITY
PACKAGE

UNITED STATES
INTERNATIONAL RELATIONS:
1945 - PRESENT

Ninety Six High School
Ninety Six, S.C.

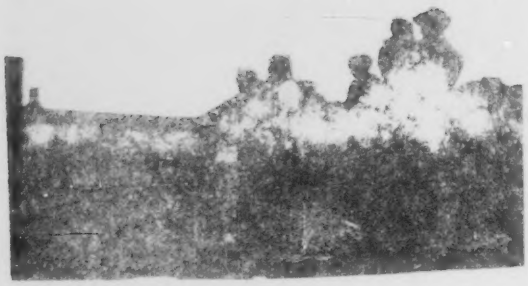
SOCIAL STUDIES 114

REVIEWED BY J. Ritchie

LAP NUMBER 25

WRITTEN BY Mr. Campbell

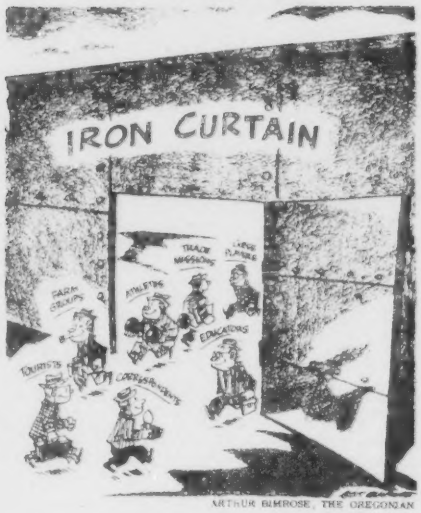
CAN YOU IDENTIFY?



NORTH ATLANTIC TREATY ORGANIZATION

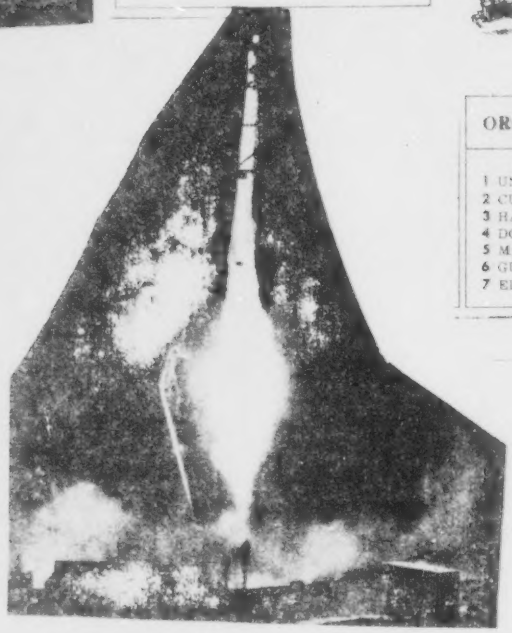
1	UNITED STATES	29	LUXEMBOURG
22	CANADA	30	PORTUGAL
23	ICELAND	31	FRANCE
24	NORWAY	32	W.GERMANY
25	UNITED KINGDOM	33	ITALY
26	NETHERLANDS	34	GREECE
27	DENMARK	35	TURKEY
28	BELGIUM		

HOW TIMES HAVE CHANGED



ARTHUR BIMROSE, THE OREGONIAN

"THERE GOES THE GAME"



ORGANIZATION OF AMERICAN STATES

1	UNITED STATES	8	HONDURAS	15	PERU
2	CUBA (to 1962)	9	NICARAGUA	16	BRAZIL
3	HAITI	10	COSTA RICA	17	BOLIVIA
4	DOMINICAN REP.	11	PANAMA	18	PARAGUAY
5	MEXICO	12	COLOMBIA	19	URUGUAY
6	GUATEMALA	13	VENEZUELA	20	ARGENTINA
7	EL SALVADOR	14	ECUADOR	21	CHILE

SOUTHEAST ASIA TREATY ORGANIZATION

1	UNITED STATES	37	THAILAND
25	UNITED KINGDOM	38	PHILIPPINES
31	FRANCE	39	AUSTRALIA
36	PAKISTAN	40	NEW ZEALAND

CENTO

35	TURKEY	36	PAKISTAN
25	UNITED KINGDOM	44	IRAN

The U.S. is not a member but is pledged to cooperate in mutual defense

RATIONALE

The "Cold War" is the name given to the struggle between the Communist nations and the democratic nations. After World War II democratic nations wanted to stop Communist expansion without resorting to a full scale war. The continuous threat of war, the accusations between nations, and the many minor skirmishes since that time present evidence of the lasting existence of the "Cold War".

The threat of Communism has stimulated some nations to provide for a collective defense. That is, they have formed alliances in order to be better prepared in the event of a Communist attack.

There has also been competition between nations in the field of technology. Major powers realize that they must not only keep up with other governments in scientific advancements; but also, be constantly searching for newer and greater approaches.

In this Lap, after having studied the issues motivating the United States' foreign policies and the relationships between the nations of the world, you will be able to consider factors that may contribute to lasting peace and draw realistic conclusions concerning the conditions that exist in the world today.

Section I - Cold War

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define five (5) of the following:

   (a) satellite
   (b) Berlin blockade
   (c) Iron Curtain
   (d) containment
   (e) Cold War
   (f) massive retalliation
   (g) N. A. T. O.
   (h) S. E. A. T. O.

2. Upon completing your prescribed course of study, you will be able in small groups to discuss American Foreign Aid in terms of:

   (a) Truman Doctrine
   (b) European Recovery Program
   (c) Trun's Point Four Program
   (d) Airlift to Berlin ("operation vittles")

3. After completing your prescribed course of study, you will be able to show in a 2-5 page essay the difference between the Truman and Eisenhower doctrine. This essay will be handed in to your teacher and graded according to the directions on the Instruction Sheet.

4. Upon completing your prescribed course of study, you will be able in small groups to discuss the continuing "cold war" influence in the crises of the (1) Middle East, (2) Eastern Asia, (3) Formosa.

5. After completing your prescribed course of study, you will write a short paper telling how the war has hurt the United States. This will be handed in to your teacher and graded.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

Resources and Readings

To Read: (X indicates requires)

__X__ United States History - Chapter 27

_____ Rise of the American Nation - Chapters 40 & 41

_____ America Land of Freedom - Chapter 37

__X__ Commager's Documents, Vol. II, pp. 524-586.
(Read the material that you can use) pp. 647-648.

_____ The American Pageant, Chapter 45

_____ Encyclopedia of American History, p. 396.

Audio-Video:

Filmstrips

_____ "Korean War" - Eye-gate

_____ "Communist World" - Eye-gate

_____ "Problem of the New Administration" 54-F

Films:

_____ "Marshall Plan at Work in Austria"

_____ "Our Stand in Korea"

_____ "Why Korea?"

Self-Evaluation - Section I

I. Identify the following:

1. containment -

2. Iron Curtain -

3. satellite -

4. massive retalliation -

II. True or False.

_____ 1. Countries that border the Soviet Union are called satellites.

_____ 2. In the Korean War the South Koreans gained half of the territory of North Korea at the end of the war.

_____ 3. Herbert Hoover introduced the European Recovery Plan.

_____ 4. Mao Tse-tung is the Communist leader of North Korea.

_____ 5. MacArthur was relieved of his command in Korea by President Truman.

Advanced Studies

1. After reading your text and other material from the Resource Center, show evidences of how Communism has challenged the United States in Asia. What steps did each of the following take (1) Truman (2) Eisenhower (3) Kennedy? What did each man do to meet these challenges?

2. Take one of the following men and write a biography sketch of him. Explain what role he played in the Cold War.
(a) Paul Hoffman (b) George Marshall (c) Bernard M. Baruch
(d) Dr. Ralph J. Bunch (e) Trygue Lie

3. Draw a map of the world showing the Communist countries in one color and the countries associated by another color. Use another color to emphasize the current tension spots in the world today. This should be handed in to your teacher for a grade.

Section II - Interdependence of Nations and International Co-operation

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to discuss in small groups the connection between the following: (1) Monroe Doctrine (2) Good Neighbor Policy (3) Alliance for Progress.

2. Upon completion of your prescribed course of study, you will be able to explain in a 2-5 page essay the COMMON MARKET and how each country may benefit from it. This will be handed in to your teacher and graded.

3. Upon completion of your prescribed course of study, you will be able in a small group discussion, to explain how the Cold War influenced and promoted alliances between cooperative nations.

4. After completing your prescribed course of study, you will be able to describe in a 2-5 page essay the influence of the United Nations including its intervention into the Korean Conflict and the 1956 Suez Canal Crisis.

5. After completing your prescribed course of study, you will be able to define or identify three of the following:

   (a) U. A. R. (c) U.N.R.R.A. (e) O.M.F.

   (b) O. A. S. (d) I.B.R.D. (f) U.N.E.S.C.O.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS TEST and/or LAP TEST.

Resources and Readings

To Read: (X indicates required)

__X__ United States History - pp. 485-500; pp. 664, 578

_____ Rise of the American Nation - pp. 253-254, 788-789, 639-642, 698-699

_____ America Land of Freedom

_____ The American Pageant - Ch. 46 & 47

_____ Commager's Documents, Vol. II, pp. 609-611, 625-626, 645-648, 693-709, 702-722

_____ Current History Magazines 1969, 1970, 1971

Audio-Videa:

Filmstrips:

_____ " America's Stake in Asia"

__X__ "The U. S. and its Alliances"

_____ "Turmoil in the Arab World"

_____ "Near East Powder Keg"

_____ "Struggle for Asia"

_____ "The Big Three of Latin America"

Self-Evaluation - Section II

I. Identify the countries that belong to the Common Market by putting (Y) and those that do not by putting (N).

_____ 1. France

_____ 2. East Germany

_____ 3. Canada

_____ 4. Netherlands

_____ 5. Italy

_____ 6. Belguim

II. True and False.

_____ 1. The Cold War made the free nations join more closely together by forming alliances.

_____ 2. England was accepted into the Common Market in 1971.

_____ 3. All of the following are part of the United Nations: AEATO, UNRRA, UNESCO, IMF

_____ 4. In the Korean Conflict was the first time U. N. troops fought side by side.

Advanced Study

1. For class display, draw a map of Europe on poster paper and color the countries of the Common Market.

2. Prepare a biographical sketch on one of the following: (1) Adlai Stevenson (a) Fidel Castro

3. For class display make a chart showing alliances that the United States belongs to; also the ones it supports.

STOP! See Teacher for Progress Test

Section III - The United States in a "shrinking world" of Technology

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define 5 of the following:

   (a) H-Bomb
   (b) Sputnik I
   (c) Explorer I
   (d) NASA
   (e) Apollo VIII
   (f) Univac I
   (g) Tiros I

2. Upon completion of your prescribed course of study, you will be able to discuss in small groups, the projects and major developments of the competition for space exploration.

3. After completing your prescribed course of study, you will be able to write a 2-3 page essay comparing the various means of communication giving the advantages of each. This will be handed in and graded by the teacher according to the directions on the INSTRUCTION SHEET.

4. Upon completion of your prescribed course of study, you will be able on a piece of poster paper to list at least five of the medical advances that were made during the 1950-60's. Include where the breakthrough took place and who was given the credit.

5. After completing your prescribed course of study, you will be able to write a 2-5 page essay on the progress made in the field of education, being concerned with the better opportunities for advanced education and statistics of comparison to the past. This will be handed in to your teacher and graded according to the instructions for essays.

6. After completing your prescribed course of study, you will be able in a class discussion to explain the technological advances or the methods devised to increase production and make industry more efficient.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the PROGRESS and/or LAP TEST.

Resources and Readings

To Read: (X indicates required)

__X__ United States History - Ch. 27 and 28

__X__ Rise of the American Nation - Ch. 40, pp. 760-763
Ch. 42, pp. 881-911

_____ The American Pageant - pp. 953-954, 947-948, 961-965

_____ Current History - Magazines 1969-72

_____ History of Rocketry and Space Travel 629.42 V

_____ The History of the Atomic Bomb 530 An

Audio-Video:

Filmstrips

__X__ The Race for Space - Feb. 1959

_____ Jets and Atomic Power 523-629.13

_____ Careers in the World of Tomorrow 371.42

Films:

_____ "Space Probes - Exploring Our Solar System"

_____ "Lasers Unlimited"

_____ C. S. "Long Lines"

Self-Evaluation - Section III

I. True and False.

_____ 1. The united States launched the first satellite.

_____ 2. Robert H. Goddard, an American, fired the first liquid-fueled rocket in 1926.

_____ 3. Mechanization and automation put many people out of work in the U. S.

_____ 4. Medical advances have increased the life span of a person about 15 years since 1920.

_____ 5. Penicillin, streptomycin, and aureomycin are used to fight infectious diseases.

II. Matching.

_____ 1. Tiros I	A. Relay station for transatlantic communications
_____ 2. Sputnik I	B. United States' first satellite
_____ 3. Early Bird	C. United States' space agency
_____ 4. Explorer I	D. First orbiting weather station
_____ 5. N.A.S.A.	E. First satellite in space

Advanced Studies

1. You will draw, label, and color the chart on page 215 of History of Ricketry and Space Travel. This project deals with landing astronauts on the moon and getting them back.

2. Write a detailed biographical sketch on the life and work of Wernher Von Braun.

3. Write an essay on one of the following:

   (a) Future interplanetary space probes planned by the United States

   (b) What is the Office of Manpower, Automation, and Training?

   (c) What effect did the report on smoking made by the Surgeon General in 1964 have upon the American public?

Section IV - Prospects for Lasting Peace

BEHAVIORAL OBJECTIVES:

1. After reading magazine articles from Time, Newsweek and others dated during February and March 1972, and watching news reports on TV of President Nixon's trip to China, you will be able in a class discussion to explain what effects this could have toward better relations and/or world peace. After the class discussion, you will be able to write a 2-3 page essay on this topic, which will be handed in to your teacher and graded.
2. Upon completion of your prescribed course of study, you will be able to discuss in small groups the significance of the nuclear test bank treaty and what effect you think it can have on world peace.
3. After completing your prescribed course of study, you will be able to write an essay of 2-3 pages explaining your reactions to the Peace Corps and what part you think it could play in world peace.
4. Upon completion of your prescribed course of study, you will be able in small groups to discuss why U. S. leaders believe if the Communists win in Vietnam all of Southeast Asia will be lost. You must also draw, color and label the map on page 665 in your text (United States History). This will be done on poster paper and handed in to your teacher to be graded.

Resources and Readings

To Read: (X indicates required)

__X__ United States History, Ch. 27 and 28

__X__ Rise of the American Nation, Ch. 41 &42, pp. 881-889

_____ Commager's Documents Vol. II, pp. 691-693; 712-715

_____ America Land of Freedom

Magazines:

__X__ Time - From Feb. 18 - March 31, 1972

__X__ Newsweek - Feb. 18 - March 31, 1972

_____ Current History - Feb. and March, 1972

Any other magazines and newspapers that will help you.

Audio-Video:

Filmstrips

_____ "Uneasy Peace in Asia"

_____ "Challenges by China"

_____ "Kennedy's New Frontier" - Peace Corps

Self-Evaluation - Section IV

I. True and False (Write out the word, true and false)

_____ 1. President Nixon is the first U. S. President to go to the Chinese mainland since it was taken over by the Communists.

_____ 2. Our military leaders of the U. S. think we should pull out of Vietnam.

_____ 3. The nuclear test ban treaty was set up to stop all nuclear testings.

_____ 4. The Peace Corps has never shown any success since its beginning.

_____ 5. The man who met President Nixon at the airport in Peking, China was Mao Tse-tung.

II. Fill in the blanks:

1. List the three places where President Nixon stopped before he reached Peking.

   a. _____

   b. _____

   c. _____

2. _____ is chairman of the People's Republic of China.

Advanced Studies:

1. Make a scrap book of President Nixon and his trips to foreign countries. You will use cartoons and pictures from the New York Times and other magazines.

2. You will read and make a book report on one of the following:

   a. The Complete Peace Corps Guide - 309.2 Hoopes

   b. The Peace Corps - 309.2 Madow

3. Using the weekly TV Guide of Feb. 19-25, you will construct a chart of President Nixon's trip to China showing the stops he made along the route. Also explain in a report of 2 pages the new television satellite used to transmit reports to the U. S.

LEARNING

ACTIVITY

PACKAGE

GOVERNMENTAL INFLUENCE ON THE AMERICAN ECONOMY: 1945 - PRESENT

SØ07559

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 114

REVIEWED BY _____

LAP NUMBER 26

WRITTEN BY Mrs. Burgdorf

RATIONALE

Emphasis is on the role of government, especially at the Federal Level, in controlling the American economy. Special attention is given to the application of the economic theories of Nadar, aid to farmers and small businessmen, regulation of certain business and intervention in business and labor relations. Comparisons will be made with the economies of other countries and conclusions will be made regarding economic trends in the world today.

Section I Recent Economic Trends

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able in a small group discussion to explain how the United States has become more industrilized since 1945.

2. After completing your prescribed course of study, you will be able on a test to explain the technological advancements that have been made in the United States since 1945.

3. After completing your prescribed course of study, you will explain in a 200 word essay how the government has become more involved with private enterprise. This essay will include:

   A. Consumer Legislation
      1. warranties
      2. quality of products
      3. Nadarism
   B. Pollution
   C. Wage - Price Control

4. After completing your prescribed course of study, you will explain on a test how inflation has increased in the United States. This will include:

   A. Decrease in purchasing power of the dollar.
   B. Increase government spending
      1. Financing Korean War
      2. Financing Vietnam War
   C. Increase domestic spending (how the government has spent to add fuel to the fire of inflation).
      1. Social Security increases
      2. Medicare
      3. Public housing
   D. The Unites States has demanded more goods than they have been able to supply.

RESOURCES SECTION I

Books

X The United States History for High School Chapter 7 pp. 174-186
Chapter 27 p. 629

_____ U.S.A. - Economies Chapter 26, 33, 27
_____ U.S.A. - Economies pp. 100-102
_____ U.S.A. - Economies pp. 166-167
_____ Samuelson - Economies Chapter 4
_____ Nipolaieff - The Water Crisis
_____ Paradis - Economies in Action Today pp. 130-134
_____ Belknap-The Story of Free Enterprise pp. 126-134
_____ "The Outlook of Western Europe"

Audio-Visual:

X What is Economies - Eye-Gate series 178-A
_____ Money - Eye-Gate series 178-B

Self Evaluation Section I

True or False:

_____ 1. The United States has had an increase in the use of computers since 1945.

_____ 2. Since 1945 the South has experienced tremendous advancements in the area of industrilization.

_____ 3. The United States people have become more interested in warranties and quality of products since mass production has taken the place of individual craftsmanship.

_____ 4. Since 1945 environmental control has become an important goal of government towards business, because pollution has become a public problem.

_____ 5. Because of increased inflation in the country there has been no need for wage-price control.

_____ 6. Ralph Nader has been in favor of business over the general public.

_____ 7. Since 1945 the purchasing power of the dollar has decreased at least 50%.

_____ 8. Many dollars have been spent to finance two wars since 1945.

_____ 9. Domestic spending by the government has continuously increased more than they have received in revenues.

_____10. Production has been able to keep up with supply.

Section II Government and the Farmer

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will explain in a small group discussion how the government has taken more control of the agriculture economy. This would include:

   A. Farm alotments (how much you can plant)
   B. Subsidies (government paying your not to plant)

2. After completing your prescribed course of study, you will explain on a test how the government has given the agriculture programs more financial aid. This will include:

   A. Through government backed financial institutions

      1. Federal Land Bank
      2. Production Credit

3. After completing your prescribed course of study, you will explain on a one page essay how there has been a decrease in farms, and an increase in the size of farms.

Section II RESOURCES

__X__ U.S.A. Economies Chapter 47

_____ A United States History for High Schools hapter 27

Section II Self Evaluation

True - False

_____ 1. The government has taken more control of the agriculture economy to control agriculture market (supply).

_____ 2. Farm alotments are rules the government gives a farmer on how much he can plant.

_____ 3. Subsidies and farm alotments are the same.

_____ 4. The Federal Land hasn't helped the farmers at all.

_____ 5. Production Credit is a financial institution for farmers.

_____ 6. As a result of most people leaving the farm and moving to the cities, the farms have become larger, and the number of farms has decreased.

Section III Government and Business Labor

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able in a 200-word essay to describe the role the government played in organized labor (collective bargaining). This will include:

   A. AFL-CIO
   B. Collective Bargaining (Labor bargaining with management)
   C. NLRB - (government playing the role as the intermediate go between)

2. After completing your prescribec course of study, you will explain in a small group discussion how the intervention of government in labor disputes effects the national economy.

3. After completing your prescribed course of study, you will explai on a test the role that the government has played in occupational safety standards.

Section III RESOURCES

_____ U.S.A. Economies Chapter 37

_____ U.S.A. Economies Chapter 38

_____ U.S.A. Economies Chapter 39

Filmstrips:

_____ "Labor In the News"

_____ "Labor Closes Ranks"

Section III Self Evaluation

True - False

_____ 1. A labor union acts as a bargain between management and labor.

_____ 2. The National Labor Relations Board is the role the government plays in business labor.

_____ 3. The AFL-CIO is the centralized organization for all labor unions in the United States.

_____ 4. A labor union can strike and have no government intervention until the strike is settled.

_____ 5. The labor disputes which occur periodically have very little influence on the national economy.

_____ 6. The United States government has set certain safety standards for all business to work under.

Section IV Comparison of American and Foreign Economies

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will explain in a 2-page essay the role America has played in international business. This will include:

   A. How United States has come to import more than they export (especially from Japan and Western Europe).

   B. Devaluation of dollar in international money market.

2. After completing your prescribed course of study, you will explain in small groups how the world has become a large market place. This will include the fact that we have no language barrier or transportation is not a problem any more.

3. After completing your prescribed course of study, you will explain on a test the creation of the common market in Western Europe.

RESOURCES Section IV

_____ U.S.A. Economies Chapter 44

_____ U.S.A. Economies Chapter 45

_____ U.S.A. Economies Chapter 46

_____ The Outlook of Western Europe page 228-232

Filmstrips:

_____ "The Shrinking Dollar"

SECTION IV Self Evaluation

True-False

_____ 1. The United States doesn't carry on any internationl business with Japan.

_____ 2. The United States isn't really interested in any trading with with Western Europe.

_____ 3. The United States has been exporting more than they import since 1945.

_____ 4. The United States is very pleased with the manner in which the Western European Common Market operates.

_____ 5. The European Common Market is the economic organization of several European Countries.

_____ 6. Because the United States people have not made any attempt to improve the language barrier there is very little trade with any other country than England.

ADVANCED STUDIES

1. Write a two-page essay on the pros and cons of economic policy today with regard to unemployment, wage-price controversies, and labor as management.

2. Write a one-page report comparing the United States economic policies of the early 1800's with the United States economic policy today.

3. In a small panel discussion give a debate on if supply and demand determine prices today.

LEARNING
ACTIVITY
PACKAGE

REFORM IN AMERICA AND CHANGE 1945 - Present

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 114

LAP NUMBER 27

WRITTEN BY Miss Franklin

41273

RATIONALE

This LAP is concerned with reform and change in America from 1945 - present. It is divided into four major portions or sections. The first two sections are devoted to the presidential terms of four presidents: Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy and Lyndon B. Johnson.

The third section centers on vast changes that have taken place in science, technology and the arts. The fourth section envelopes the changing life patterns of Americans.

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a) "Fair Deal"
   b) Robert A. (Bob) Taft
   c) demobilization
   d) "G.I. Bill of Rights"
   e) John L. Lewis
   f) Taft-Hartley Labor-Management Relations Act
   g) civil rights
   h) The presidential Succession Act of 1947
   i) Twenty-second Constitutional Amendment
   j) "Dixiecrats"
   k) "bureaucracy"
   l) Charles E. Wilson
   m) "Jim Crow" laws
   n) Brown vs. Board of Education of Topeka 1954
   o) Dr. Martin Luther King
   p) Civil Rights Commission
   q) Thurgood Marshall

2. Upon completion of your prescribed course of study, you will be able to compare and contrast the "reforming zeal" of Harry S. Truman with the "conservative opposition" of Robert A. Taft.

3. Upon completion of your prescribed course of study, you will be able to discuss REACTION and RESULTS of DEMOBILIZATION on the United States ECONOMY.

4. Upon completion of your prescribed course of study, you will be able to explain the Conservatives' reaction to Truman Reform.

5. Upon completion of your prescribed course of study, you will be able to discuss the DOMESTIC ISSUES of the Eisenhower years with special emphasis upon:

   a) Economic Issues

   b) Civil Rights

Unless otherwise indicated, completion of these Behavioral Objectives will be on the Progress and/or LAP Test.

RESOURCES AND READINGS: (X indicates required)

X United States History for High Schools Ch. 27, Sections 1 and 3

____ The American Pageant, Ch. 47, Ch. 45

Section I Self Evaluation

1. Discuss REACTION and RESULTS of DEMOBILIZATION on the United States Economy.

2. Discuss the Taft-Hartley Labor - Management Relations Act in full.

3. Discuss the reforms of Harry Truman and the reaction of Bob Taft.

SECTION 5 The Kennedy-Johnson Years (Domestic Issues)

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

a) "New Frontier"
b) parochial schools
c) twenty-third amendment
d) twenty-fourth amendment
e) NAACP
f) CORE
g) SNCC
h) Southern Christian Leadership Conference
i) Lee Harvey Oswald
j) Jack Ruby
k) Earl Warren
l) Revenue Act
m) Civil Rights Act of 1964
n) Medicare
o) "The Great Society"
p) Voting Rights Act of 1965
q) H. Rap Brown
r) Air Quality Control Act
s) twenty-fifth amendment
t) American Independent Party
u) James Meredith

2. Upon completion of your prescribed course of study, you will be able to discuss the election of 1960 in terms of:

a) candidates b) issues c) results

3. Upon completion of your prescribed course of study, you will be able to describe President Kennedy's legislative program. (The New Frontier)

4. Upon completion of your prescribed course of study, you will be able to compare the accomplishments of President Johnson's interim term with previous New Frontier policy.

5. Upon completion of your prescribed course of study, you will be able to discuss the domestic progress of Johnson's "GREAT SOCIETY."

Unless otherside indicated fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test.

RESOURCES AND READINGS: (X indicates required)

X United States History for High Schools, Ch. 28, Sections 1 and 2

____ The American Pageant, Ch. 48

Section II Self Evaluation

1. Discuss President Kennedy's New Frontier policies.

2. Compare the "GREAT SOCIETY" with the "NEW FRONTIER."

********** STOP!! SEE YOUR TEACHER FOR THE PROGRESS TEST **********

Section (1) Advances in Science, Technology and the Arts

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a) Sputnik I
   b) NASA
   c) Tiros I
   d) Echo I
   e) Surveyor I
   f) Early Bird
   g) Alexei Leonav
   h) Vannevar Bush
   i) Univac I
   j) Frank Lloyd Wright
   k) George Gershwin

2. Upon completion of your prescribed course of study, you will be able to discuss the various space explorations of the twentieth century.

3. Upon completion of your prescribed course of study, you will be able to discuss the advances made in technology, communications, and medicine since the turn of the century.

4. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a) novels and authors
   b) music, music forms, and musicians
   c) "schools" of architecture and architects

Unless otherwise indicated, completion of these Behavioral Objectives will be on the LAP Test.

RESOURCES AND READINGS: (X indicates required)

__X__ United States History for High Schools, Ch. 28, Section 3

_____ The American Pageant, Ch. 48

Section II: Self Evaluation

1. Discuss the various space explorations of the 20th century.

2. Write a 2 page essay on the various novels and authors of the 20th century.

Section IV America Changes Her Life Patterns

BEHAVIORAL OBJECTIVES:

1. Upon completion of your prescribed course of study, you will be able to define or identify each of the following:

   a) rural
   b) urban
   c) National Defense Education Act
   d) Marina City
   e) philanthropic

2. Upon completion of your prescribed course of study, you will be able to describe changing patterns of population.

3. Upon completion of your prescribed course of study, you will be able to discuss the changes in rural and urban life since 1910.

4. Upon completion of your prescribed course of study, you will be able to discuss the progress in education we have made in recent decades.

Unless otherwise indicated completion of these Behavioral Objectives will be on the LAP Test.

READINGS AND RESOURCES: (X indicates required)

X United States History for High Schools, Ch. 28, Section 4

____ The American Pageant, Ch. 48

Section IV Self Evaluation

1. Be able to discuss recent educational progress in the United States.

2. Compare rural and urban life since 1910.

STOP! YOU MUST SEE YOUR TEACHER FOR A LAP TEST!!!!!